

ICC Minutes for Tuesday, February 8, 2011

NHE 106

Attendees

Abell, Baker, Burges, Creadon, Hagg, Harrington, Hildreth, Kay, Moyer, Oliver, Paulet, Paynton, Rebik, Schwab, Steinberg, Swartz, Van Duzer, Wilson

1. Approval of Minutes

The minutes were approved.

2. Consent Calendar

09-006: INTL 280: New Course: Topics in Int'l Studies International Studies presently doesn't have special topics courses. This new course now gives them the flexibility of offering special topics courses at the lower division level.

09-007: INTL 480: New Course: Topics in Int'l Studies International Studies presently doesn't have special topics courses. This new course now gives them the flexibility of offering special topics courses at the upper division level.

Question by J. Abel – why no specific learning outcomes – other than the university learning outcomes? What expectations do we have for special topics? Cindy says we let this requirement (that course student learning outcomes are listed) go if the courses are special topics courses.

10-196: Management and Accounting - C-class change from 3 units of C-4 and 1 unit of C-13 (lab) to 4 units of C-4 to reflect the fact that the class is currently being taught without a lab component. The change reduces the WTUs from 4.3 to 4.0.

10-197: Strategic Management - C-class change from 3 units of C-4 and 1 unit of C-13 (lab) to 4 units of C-4 to reflect the fact that the class is currently being taught without a lab component. The change reduces the WTUs from 4.3 to 4.0.

10-254: Business Education Option - suspend the program. No students are currently enrolled in the program, and the program no longer meets accreditation standards.

10-273: PHYX 450: Quantum Physics I - remove Phyx 340: Symbolic Computation in the Sciences from the list of Pre-requisites because 340 has been suspended

10-283: MUS 338: Vocal and Instrumental Scoring change pre-req. from MUS 315: Theory IV to MUS 314: Theory III to accommodate changes in course scheduling. Faculty agree that students will be adequately prepared for the course with 314 as the pre-req.

10-284: MUS 394: Fundamentals of Conducting - change pre-req. from MUS 315: Theory IV to MUS 314: Theory III to accommodate changes in course scheduling. Faculty agree that students will be adequately prepared for the course with 314 as the pre-req.

10-285: MUS 348: Music History: Antiquity to 1750 - change pre-reqs to permit MUS 314: Theory III to be taken as a co-requisite. The relevant material in 314 is covered before students encounter the same material in Music History, so these courses make acceptable co-requisites.

10-286: MUS 349: Music History: 1750 to Present - change pre-reqs to permit MUS 315: Theory IV to be taken as a co-requisite. The relevant material in 315 is covered before students encounter the same material in Music History, so these courses make acceptable co-requisites.

10-294: MUS 216: Ear Training I - add MUS 110: Music Fundamentals or I.A. as pre-requisite. Students need the information from 110 to succeed in 216.

10-296: SOC 690: Master's Degree Thesis - change units from 1-3 to 1-5 so that students can take 5 units during the semester they write their thesis.

10-297: SOC 692: Master's Degree Project - change units from 1-3 to 1-5 so that students can take 5 units during the semester they write their project document.

Why the change to 5 units? S. Steinberg says that the change was made to rectify what happens now with some students – they take two courses, one with 3 units and one with 2 units, to reflect the scope of their project.

10-287: VPA 110A: Summer Arts Lab - Music - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-288: VPA 110B: Summer Arts Lab - Film and Video - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-289: VPA 110C: Summer Arts Lab - Theater - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-290: VPA 110D: Summer Arts Lab - Dance - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-291: VPA 110E: Summer Arts Lab - Dramatic Writing - - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-292: VPA 110F: Summer Arts Lab - Visual Arts and Crafts - - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

10-293: VPA 110G: Summer Arts Lab - Animation - - suspend course. VPA courses were used for students enrolled in Summer Arts Courses. Although Summer Arts has not been held on the HSU campus for over 15 years, the courses are being suspended, not eliminated in hopes that Summer Arts might someday return to HSU.

All consent calendar items are approved.

3. (Once again revised) New Minor Guidelines

The following is a sketch of some of the lively discussion that ensued. The note-taker paraphrased with liberality.

C. Moyer introduces the topic. Hearty discussion follows, including the following questions and opinions:

B. Wilson – Can we quantify this statement of about “many more minors” than at comparable universities. What is typical at other places? Do we really know?

C. Rebik volunteers to gather some data on the relationship between the number of majors and the number of minors that are offered on college campuses..

E. Van Duzer suggests that we look at the ratio of major programs to minor programs.

B. Wilson is also concerned about losing minors that “should” be there.

J. Abell - There is a benefit to students in their classes to see non-majors. Is there an issue of fairness between big and small majors? There should be different rules for embedded minors than for stand-alone minors. (Note: in all discussion the term “embedded” refers to minors associated with a major (Biology minor/Biology major, for example) where all minors courses are also majors courses.

S. Paynton – For reference: Sonoma has 47 minors. There should be some sort of commitment shown by departments or faculty to promote the minors.

J. Burgess – It's not only about economics. It is about carefully and intentionally selecting appropriate programs. There should not be an infinite range from which to choose. More is not better. Too many choices overwhelm people. Having a carefully selected and managed set of minors is the primary goal of this exercise. The current list is so long that is not meaningful. One of the things we are doing is trying to get departments to be intentional. Minors are not intended to be part of an exploratory process for students.

J. Abell agrees...but adds that advising is central – this is where we fall down.

E. VanDuzer – We have zero data. We aren't ready to go forward. Nowel-Levits states that it is program availability that draws students here.

B. Wilson – It should be clear whether or not this document is about new or existing minors. At the end of the draft document there is talk about existing minors; I think existing minors don't belong in a document about new minors..

M. Kay – Let's get back to the question of proportion.

S. Steinberg – We might be a little bit lost on that question.

A. Paulet – Students can take classes without it being a minor. Let's remember this. Perhaps fewer minors give students more choices.

R. Schwartz – It may be helpful for us to identify where there is agreement and where there is disagreement. In a time of cutting programs, how can we add new minors? One thing we seem to agree on is that we should have guidelines for new minors. Now what about the existing programs? The fiscal realities are quite clear. If we can quantify costs, then we need a way to move forward. I would rather cut minors than majors, so if we can save, then we should.

D. Oliver – I think we also might agree on a non-additive model for curricular management. Adding new programs should trigger a look at existing programs, to see if what we have is still serving students, or if some programs need to be retired. We should be responsive to changes in student demand and subject area relevance.

E. VanDuzer – we have 46 majors. One minor per major would bring us to a reasonable mix.

A. Paulet – We really don't have a clear sense of the value of minors to students. Where are they in this document?

C. Moyer – The conversation that we have had is likely to be repeated at the senate.

E. Van Duzer – Send back to committee to get data.

C. Moyer – we'll go back to the AMP.

S. Paynton – We are discussing three things: quality, cost, student demand. It seems like student demand is the real issue.

J. Abell – Can we imbed the minor review in the PREP? Also, should we differentiate between stand-alone and imbedded minors?

E. Van Duzer – likes the idea of tying into program review rather than instant rejection of minors.

C. Moyer – OK. The AMP will re-package.

4. Academic Policies Committee

Statue of Limitations on Coursework
No-Pass list

No Pass list. See resolution. All this will do is see if the prerequisite is above an "F".

S. Hagg – the system will produce a "prerequisite grade list" that can be run by ASC's and sent to the instructors.

More – If you have more than 90 units, must file a major contract, or you may not register.

S. Hagg – we are moving toward an electronic version of the major contract...stay tuned.

Currency – giving options to establish currency limits at the undergraduate. No one has to do this, but they will have the option to do this.

J. Abell – Are you bound by service course restrictions? Answer: No.

There is no currency bound that exists for undergraduate students at this time.

5. CDC

10-275 NAS 200: Indians in American History - The Native American Studies department has requested that NAS 200 be certified as meeting the Institutions requirement for American History. While it is clear that the class covers 100 years or more of American history and that it presents a Native American view of history, it is also clear that it does not meet the requirements of EO 405 which state that such a course must "include[e] the relationships of regions within that area [the US] and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study and the role of major ethnic and social groups in such events and the contexts in which the events have occurred." There is no evidence in the syllabus—either from the readings which focus entirely on Native Americans or from the lectures, the content of which is not delineated—that there is any focus on foreign relations beyond those with Native American nations or, and more importantly, on any ethnic or social group that is not Native American. While we agree that this course provides an important perspective on American history, it is a limited perspective and, as such, does not meet the inclusive requirements of the Executive Order.

Started talking about this. A. Paulet introduced it. She amplified the above statement.

No one from CDC has yet met with an NAS faculty member.

C. Moyer will write a memo to the NAS to codify the requirements that must be met for us to support the proposal. Either change this course, or write a new course. There should not be a deadline for the new proposal – this proposal will not proceed as submitted.

The meeting ended at 10:55. The remaining agenda items are to be rolled to the meeting on 2/22.